



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1143 S Lindsay Rd, Mesa, AZ 85204

Sun Valley Public Charter High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing
2004-05	Performing
2003-04	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Joe Procopio  
 Schedule : 07:00 AM to 09:20 PM  
 Grades : 9-12  
 Web Address : [www.leonagroup.com/sunvalleyhs](http://www.leonagroup.com/sunvalleyhs)  
 Phone Number : (480) 497-4800  
 Fax Number : (480) 497-1314  
 E-mail : [Joe.Procopio@leonagroupaz.com](mailto:Joe.Procopio@leonagroupaz.com)

### Mission

SVHS provides a safe and supportive environment for an accelerated education. Through personalized instruction, we incorporate high academic standards with essential life skills. By meeting individual and academic needs, Sun Valley prepares students to be productive citizens.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Not Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü All students will master the Arizona Academic Standards.
- ü All students will be prepared to successfully enter the job market upon graduation.
- ü All students will possess the technology skills required for success in the post-secondary job market.

### Enrollment

October 1, 2005 School Year Student Enrollment : 737  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 1725

## Instructional Programs

- ü Morning, Afternoon and Night Sessions
- ü Block Scheduling
- ü Alternative Education
- ü Free Tutoring
- ü Credit Recovery
- ü Online Curriculum Available
- ü Small Learning Community format
- ü Dual Enrollment College Course Work

## Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/21/2005
Last Day of School :	5/31/2006

## Shared Responsibilities

### School

Our responsibility to our parents and students is to uphold high academic standards. Communication between the school and home is open for discussion of student progress and attendance. With full-time security, we assure a safe learning environment.

Specific duties of all parents, students, and staff are outlined in our compact.

### Parents

Parents are provided with a parent/student contract and list of our expectations; thus any concerns regarding the student, the learning process, curriculum or discipline procedures may be addressed. Parents are encouraged to communicate with their child's teachers by phone, e-mail, or campus visit. Our interactive website offers rich information designed to aid parents in supporting their student's learning.

Specific duties of all parents, students, and staff are outlined in our compact.

## Transportation Policy

Sun Valley High School gives bus tokens to students using the public transportation system. These bus tokens have been paid for by the school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Who's Who of American Teachers	2005
ü Chase Outstanding Principal Award	1994
ü NCA Circle of Excellence Principal Award	

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	138	71130	100	100	95	670	670	701	53	53	23	17	17	13	26	26	51	4	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	35465	100	100	96	676	676	702	45	45	21	21	21	13	28	28	53	6	6	13
Male	84	84	35648	100	100	94	667	667	701	58	58	24	14	14	12	25	25	50	2	2	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	76	76	25103	100	100	95	663	663	685	64	64	34	14	14	16	17	17	45	4	4	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	46	46	36075	94	94	95	684	684	715	30	30	12	24	24	9	43	43	58	2	2	21
Students with Disabilities	15	15	5862	88	88	71	646	646	658	93	93	63	NA	NA	15	7	7	20	NA	NA	2
Students without Disabilities	123	123	65268	100	100	98	673	673	705	48	48	19	20	20	12	28	28	54	4	4	15
Limited English Proficient Students	26	26	4859	100	100	93	654	654	662	81	81	64	8	8	15	8	8	20	4	4	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	51	51	22957	86	86	93	673	673	685	45	45	34	22	22	17	29	29	44	4	4	5
Non-Economically Disadvantaged	87	87	48173	100	100	96	669	669	709	57	57	17	15	15	11	24	24	55	3	3	18

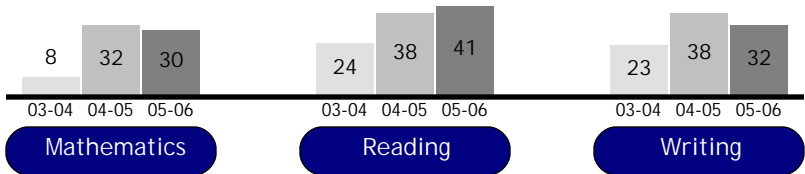
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	122	73018	96	96	97	664	664	703	19	19	6	40	40	23	39	39	64	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	36181	98	98	97	669	669	708	20	20	4	39	39	21	37	37	65	4	4	9
Male	71	71	36816	95	95	96	661	661	699	18	18	7	41	41	24	39	39	62	1	1	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	63	63	25801	95	95	96	652	652	683	25	25	10	48	48	34	25	25	53	2	2	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	43	43	37024	93	93	97	680	680	721	12	12	2	30	30	12	56	56	73	2	2	13
Students with Disabilities	15	15	7170	94	94	85	628	628	654	40	40	23	60	60	47	NA	NA	29	NA	NA	1
Students without Disabilities	107	107	65848	96	96	98	670	670	708	16	16	4	37	37	20	44	44	67	3	3	9
Limited English Proficient Students	21	21	5099	91	91	95	632	632	641	43	43	29	52	52	59	5	5	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	56	56	23912	90	90	94	669	669	681	16	16	10	39	39	36	41	41	52	4	4	2
Non-Economically Disadvantaged	66	66	49106	100	100	98	661	661	714	21	21	4	41	41	16	36	36	69	2	2	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	121	72810	95	95	96	647	647	685	19	19	6	49	49	30	31	31	58	1	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	36111	96	96	97	658	658	695	14	14	4	50	50	23	34	34	65	2	2	8
Male	71	71	36678	95	95	95	639	639	674	23	23	9	48	48	36	30	30	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	63	63	25735	95	95	96	631	631	669	29	29	10	48	48	41	24	24	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	43	43	36915	93	93	97	660	660	697	12	12	3	51	51	21	37	37	67	NA	NA	8
Students with Disabilities	15	15	7071	94	94	84	608	608	634	40	40	24	60	60	53	NA	NA	21	NA	NA	1
Students without Disabilities	106	106	65739	95	95	98	652	652	689	16	16	4	47	47	27	36	36	62	1	1	6
Limited English Proficient Students	21	21	5046	91	91	94	580	580	621	62	62	31	38	38	56	NA	NA	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	56	56	23814	90	90	94	660	660	667	14	14	10	50	50	41	36	36	47	NA	NA	2
Non-Economically Disadvantaged	65	65	48996	100	100	97	636	636	693	23	23	4	48	48	24	28	28	64	2	2	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	75	17	NA	42	58	20	20	51	90	22	22	52
	Language	77	8	8	42	58	19	19	50	90	20	20	50
	Mathematics	77	29	29	63	61	22	22	50	90	21	21	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Sun Valley High School

## School Site Council

### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Council Duties

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	30.00
Other Professional Staff	3.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	3	0	0	0
10 or more years	1	5	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	NC

## Resources Available at School Site

### Special Facilities

- Ü Mobile and Stationary Computer Labs
- Ü Online Education Lab
- Ü College and Career Center

### Extracurricular Activities

- Ü Yearbook
- Ü National Honor Society
- Ü Prom Committee
- Ü Cheer
- Ü Chess Club
- Ü Basketball (boys and girls)

### Social Services

- Ü On-site Counselors--Social Worker
- Ü SLC Mentoring Program
- Ü Community Wellness - Vision & Hearing
- Ü Free Tutoring
- Ü Healthy Kids Dental - Dental Services
- Ü Free Daycare

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The graduating class of 2004-05 was nearly 300 strong. Our students continued their successes after graduation by enrolling in community colleges, enlisting in the Armed Forces, joining a variety of Technical Programs, and entering the work.
- ü We received our North Central Association accreditation in 1999-2000.
- ü Acheived AYP for 2005/2005

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	86	95	94	95
Promotion Rate <sup>5</sup>	40	89	88	73
Graduation Rate <sup>6</sup>	47	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

We maintain a pro-active approach to issues of safety. We contract with the Mesa Police Department to have off-duty officers on campus during school hours as a preventative deterrent.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Roxanne Brooks	(480) 497-4800
Community Resources		
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Linda Rodriguez	(520) 497-4800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.